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ABSTRACT

A questionnaire and Super's Work Values Inventory were mailed to all teachers of home economics in junior and senior high schools and community colleges in five central California counties to investigate their expressed willingness and competence to offer occupational classes. It was also desired to determine any relationship between willingness and competence, and between either of those variables and educational preparation, work experience outside of teaching home economics-related occupations, work values, and other personal and professional characteristics. Of the 78 percent response used in data analysis, about half of the teachers were 34 years of age or younger, almost 80 percent were married, and most reported the bachelor's as their highest degree. All were women and most were fairly new to home economics teaching. Eighty-two percent reported work experience other than teaching home economics-related occupations, 49 percent in food service occupations. Responses indicated that about 30 percent would be very willing and about another 40 percent fairly willing to teach an occupational class because of the student employment opportunities. The degree of competency felt by the teachers varied with the occupational area; food service, child care, and clothing services ranking highest. (A five-page bibliography and the questionnaire are included.) (AG)

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Expressed Willingness and Competence of Home Economics Teachers to Instruct Occupational Classes

by

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A Study
Conducted with Support of a Grant
From the Vocational Education Section
California State Department of Education
1972

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EXPRESSED WILLINGNESS AND COMPETENCE OF HOME ECONOMICS TEACHERS TO INSTRUCT OCCUPATIONAL CLASSES

I. THE PROBLEM

Background of the Problem

Home economics literature of the past decade has included repeated calls for expansion of those programs which prepare students for gainful employment in the occupations related to this area. Considerable writing on the subject followed the enactment of the Vocational Education Act of 1963 (U. S. Statutes at Large, 1963). With its provision for increased federal support of occupational education in this and other areas, the legislation had provided home economics with both a new dimension and a new challenge (Amidon, 1965; Stovall, 1967; Washington News, 1964). Program planners now were asked for curricula equipping the student for a wage-earning role as well as for homemaking (Booher, 1966; Brown, Lenmon, and Lippeat, 1966; Dennis, 1964; Dewar, 1966; "Needed: home economics...," 1966; Simpson, 1965a, b; Van Horn, 1964). Writers such as Conafay (1965), Sandison (1966), and Simpson (1965) predicted that from this added emphasis home economics would gain greater relevance to the needs of all students including the socio-economically disadvantaged, the slow learners and potential drop-outs--the many who were not college bound.

Reports of New Development

To some observers, new national recognition of the importance of occupational instruction had brought a substantial response from home economics educators. Three years after passage of the 1963 legislation, Hurt (1966) reported that wage-earning home economics programs were receiving particular emphasis. Dewar (1966) agreed that occupational curricula were developing rapidly. Likewise, Johnston (1968) noted that new occupational home economics programs had been added each year in the California community colleges since the enactment. Growth also was evident in United States Office of Education figures ("Enrollment in Federally...," 1970) showing the number of students in federally-aided vocational home economics classes had risen from around 1,726,000 in 1959-60 to 2,283,000 in 1967-68. Such observations seemed to indicate that educators in this field were meeting the challenge referred to by LeBaron (1969, p. 187) when she termed the 1960's the decade when "home economics would be forced to do something about training for employment or lose its place in vocational education."

Calls for Further Emphasis

With the Vocational Education Act amendments of 1968 (U.S. Statutes at Large, 1968), however, came authorization for approximately three times the existing federal appropriations for vocational programs (Minear, 1969). Renewed cries arose from those who were dissatisfied with the response of home economics to a now-accelerated national trend. The "number of occupational

courses appears small when compared to homemaking courses, Dorby (1969, p. 56) commented. "How committed are we?" she asked. Simpson (1968) warned that continued federal support would depend upon the development of home economics curricula with greater relevance to present social and economic forces. Later, Simpson (1971, p. 221) expressed her belief that home economics education classes still were "based upon the assumption that the young woman would spend her life as a full-time homemaker or, perhaps, a homemaker with a part-time job." Cross (1971) issued a reminder of a new directions for home economics in the vocational area, while Hill (1971) suggested ways to tune such development to needs of the surrounding area.

Similar requests for accelerated development came from those (Griggs, 1972; Morgan, 1971) who yet found many students with an unfilled need for the relevant experiences of vocational education. Others (Flanegan and Ridley, 1969; Mather, 1971) saw the remaining task as one of implementation--a translation of the Vocational Education Act amendments into actual home economics curricula.

The Potential for Occupational Home Economics

Such persistent statements from home economics educators regarding the need to develop a wage-earning emphasis seem well supported by present labor force predictions. At a time of national stress upon occupational education (Marland, 1971; Pucinski, 1968) there indeed appears evidence to identify home economics as an area of particular potential.

Among the occupations related to home economics are major service areas--food service, child care and housekeeping services--for which continued growth and expanding job opportunities are predicted during the 1970's (DiCesare, 1970; Koontz, 1970a; U.S. Department of Labor, 1972). Emerging types of auxiliary workers (Mallory, 1971) account for a considerable share of the openings in these and other home economics-related areas.

The demand for home economics occupational programs is further explained by an increased need on the part of female students for information concerning the work world and the skills required for job entry (Lee, Ray, Vetter, Murphy, and Sethney, 1971). These needs are related in turn to the rising number of women who work outside of the home (Kievit, 1968; Koontz, 1970; Lee, Vetter, Howell and Smith, 1967; U. S. Bureau of the Census, 1971). Those seeking to enter the labor force, however, find a diminishing number of jobs for the unskilled (Johnston, 1971), a situation which is accentuated by a continuing high unemployment rate (Sorrentino, 1972).

Question of Teacher Preparation

With many factors giving support to the need for wage-earning home economics programs in a period of national stress upon occupational education, it is understandable that attention has turned to the preparation of teachers who might staff these programs.

Is actual work experience in the occupations concerned the teacher's primary qualification? How effective is the usual college

teacher-education program in equipping future instructors of occupational courses? What types of in-service programs provide most effective training for teachers experienced in the traditional homemaking area? In view of what has been called the controversial nature of wage-earning home economics, how willing are these homemaking teachers to undertake occupational instruction? (Beaumont, 1966; Cotrell and Miller, 1966; Crabtree and Hughes, 1969; Egan, 1972; Feirer, 1968a, b; Lee, 1966).

Problems specifically related to qualifications of the vocational home economics teacher have prompted Hurt (1965, p. 175) to pose the following questions:

> What preparation is needed by teachers in training programs for occupations utilizing home economics knowledge and skills? What are the sources of teachers? Is work experience essential as a part of their preparation? What types of teacher-education programs are needed to prepare the teacher for these new occupations?

Similar questions for home economics were raised more recently by Page (1972, p. 155):

> The question today is, What qualifications are necessary for the occupational home economics teacher? Is the teacher who is prepared for vocational homemaking qualified to teach occupational home economics? Is it necessary for a teacher to have job experience in the occupational area she is training her students to enter? Would a teacher who is highly skilled in the occupational area but without teacher education training be able to adequately train students?

Investigators whose studies are reviewed in later chapter (Alexander, 1969; Clements, 1968; Lee, 1966) have provided insights into certain of these issues and have given suggestions for further research. Lee (p. 86) has included the following

among concerns in the development of wage-earning home economics programs:

> Is work experience in an occupation necessary in order to teach courses which prepare students for entry into that occupation? Can home economics teachers, who are willing to teach wage-earning courses but have not had work experience, obtain the necessary knowledge concerning occupations in other ways than through actual experience in the occupation?
>
> Would a greater understanding of work values and an acceptance of the part they play in occupational choice be helpful to teachers of wage-earning home economics as they help prepare students for occupations far different from the teacher's own?

Alexander has called for further indepth study of teachers' attitudes toward occupational instruction and other new trends in home economics. She also has suggested research designed to test the relationship of the teachers' personal history (age, educational background, and teaching experience) to their attitudes concerning such emerging programs.

Following her study of teacher preparation for home economics occupational programs in the south central and southwestern United States, Clements (1968) suggested research in other geographic regions to reveal more about sources of teacher competency, including the amount and kind of occupational experience.

The literature thus has suggested a need for research of a type described in the following section.

Statement of the Problem

The purpose of this study was to determine the expressed willingness and competence of home economics teachers to instruct wage-

earning classes. It further sought to establish any relationship between their willingness and competence, and any relationship between either of these variables and certain of their personal and professional characteristics.

More specifically, the objectives of the research were as follows:

1. To describe the expressed willingness of these teachers to instruct classes in their preferred subject areas of occupational home economics.

2. To determine the teachers' expressed competence to instruct classes in each subject area of occupational home economics.

3. To establish any relationship between the teachers' expressed willingness to instruct classes in their preferred occupational areas and their expressed competence at such instruction.

4. To determine any relationship between the teachers' expressed willingness to instruct classes in their preferred occupational areas and variables in each of the following catagories:

   (1) Personal characteristics: age and marital status.

   (2) Educational preparation: highest degrees earned; number of units earned beyond the bachelor's degree; whether the teachers had ever taken courses specifically designed to prepare teachers for wage-earning home economics programs, the recency of these courses and the subject areas involved.

   (3) Teaching experience: years of teaching home economics,

whether the teachers' home economics departments offered any wage-earning courses and in what areas, whether the teachers had instructed any such courses within the past five years and in what areas, type of schools (junior high school, senior high school or community college) and size of communities in which teaching.

(4) Work experience (other than teaching) in home economics-related occupations: scores assigned for the amount of work in each of five home economics-related occupational areas and total scores for work in all areas.

(5) Work values as determined by Super's (1968) Work Values Inventory.

5. To determine any relationship between the teachers' expressed competence to instruct classes in their preferred subject areas of occupational home economics and variables in each of the following categories:

(1) Personal characteristics: age and marital status.

(2) Educational preparation: highest degrees earned, number of units earned beyond the bachelor's degree, whether the teachers had ever taken courses specifically designed to prepare teachers for wage-earning home economics programs, the recency of these courses, and the subject areas involved.

(3) Teaching experience: years of teaching home economics, whether the teachers' home economics departments offer any wage-earning courses and in what areas, whether the teachers had instructed any such courses within

the past five years and in what areas.

(4) Work experience (other than teaching) in home economics-related occupations: scores assigned for the amount of work in each of five home economics-related occupational areas and total scores for work in all of these areas.

6. To identify the contribution of various types of past experience to the competence of those teachers who felt fairly competent or very competent.

7. To examine the principal reasons indicated by the teachers for their present willingness or unwillingness.

8. To determine in what subject areas of occupational home economics the respondents would prefer to teach, and at what school levels (high school, community college, or adult school).

9. To establish any change in the teachers' present willingness and their willingness under any of the following proposed school conditions:

(1) Release time would be provided for the wage-earning teacher to plan and prepare for classes.

(2) Services of an occupational-education consultant would be available.

(3) An instructional media center devoted to wage-earning home economics would be established in central California.

(4) In-service classes in wage-earning home economics would be available annually in this area.

(5) Work experience for college credit would be arranged for the teacher in businesses or industries of her community.

(6) All of the above conditions would become a reality.

Hypotheses

The null hypotheses examined were as follows:

1. The expressed willingness of home economics teachers to instruct classes in their preferred occupational areas is independent of their expressed competence at such instruction.

2. The expressed willingness of home economics teachers to instruct classes in their preferred occupational areas is independent of their personal characteristics, educational preparation, teaching experience, work experience (other than teaching) in the home economics-related occupations, and work values.

3. The expressed competence of home economics teachers to instruct classes in their preferred occupational areas is independent of their personal characteristics, educational preparation, teaching experience, and work experience (other than teaching) in the home economics-related occupations.

4. The willingness of home economics teachers to instruct classes in their preferred occupational areas would not change (or would be less) under any of the following proposed school conditions:

(1) The wage-earning teacher would be provided with release time in which to plan and prepare for classes.

(2) Services of an occupational-education consultant would be available.

(3) An instruction media center devoted to occupational home economics would be established in central California.

(4) In-service classes in the teacher's preferred area of occupational home economics would be available annually at nearby locations.

(5) Work experience for college credit would be arranged for the teacher in businesses or industries of her community.

(6) All of the above conditions would become a reality.

Definition of Terms

Terminology used throughout the study is subject to the following definitions:

Home Economics Teacher

This term refers to an individual who is listed in directories of a school district or the state Bureau of Homemaking Education as an instructor in this subject, and who indicates that home economics instruction accounts for 50 percent or more of her teaching assignment.

Occupational Home Economics

This term refers to education "to prepare students for employment in occupations requiring home economics knowledge and skills" (Dennis, p. 7). Terms which are used interchangeably with this

include wage-earning home economics and home economics for gainful employment.

Home Economics-Related Occupations

This term refers to the following job categories:

1. Food management, production and services.
2. Care and guidance of children.
3. Clothing management, production and services.
4. Institutional and home management, including housekeeping services.
5. Home furnishings, equipment and services.

These categories are referred to throughout the study as food services, child care, clothing services, housekeeping services, and home furnishing services, respectively.

The terms, area or subject area, used in relation to occupational home economics, refer to the several types of instruction based upon these five job categories.

Assumptions and Delimitations

This study was developed on the following assumptions:

1. The teachers' responses to questions related to willingness or unwillingness to teach occupational classes indicate the decisions they would make if given the opportunity to teach such classes.

2. The teachers' expressed level of teaching competence corresponds to their effectiveness as determined by ratings of students. The basis for such an assumption is provided in the research of Webb and Nolan (1955) who found that in a nonthreatening situation

the results of teachers' self-ratings and student ratings were highly correlated.

3. Teachers' expressed willingness and competence to do occupational instruction as well as their personal and professional characteristics could be determined from a questionnaire.

4. The Work Values Inventory of Donald E. Super could be used satisfactorily with home economics teachers.

Limitations on the validity and reliability of this study were imposed by the limitations of the test instrument and the inherent weaknesses of collecting data by questionnaire.

The investigation was limited to home economics teachers in junior high schools, high schools, and community colleges of five California counties.

The study was limited further in that only the teachers' expressed willingness and expressed competence were considered. Judgements of school administrators regarding these characteristics of teachers were not considered, nor were other sources of such evaluation.

Organization of the Project Report

The remainder of the project report is organized in the following way: Chapter II includes a review of related literature and Chapter III, an account of the procedures used in the study. In Chapter IV are presented the results and discussion, and in Chapter V, the summary, conclusions and recommendations.

II. REVIEW OF LITERATURE

The review of literature is presented in two major sections. The first includes the work of researchers who have investigated the willingness of home economics teachers to offer occupational classes and who have considered their willingness or unwillingness to be aspects of an ongoing process of vocational choice.

The second section includes literature concerned with factors which various writers have related to occupational choice and which were studied here in relation to willingness. Also reviewed is the theoretical rationale for giving the individual's evaluation of his own competence central consideration among these factors.

Teachers' Willingness to Offer Occupational Classes

Studies of Willingness

Lee's (1966) study of home economics teachers was designed to determine whether those who were willing to teach wage-earning home economics differed from those who were less willing in regard to previous employment outside of teaching, work values, and socio-economic status. Results of a nationwide sampling (N=102) indicated that 35 percent of the teachers were willing to instruct such classes and another 46 percent were willing provided they could have inservice training to strengthen their qualifications. Nineteen percent were

less willing to teach the occupational emphasis. Differences in characteristics of those who were willing and those less willing are discussed in a later section.

In a study of Oregon home economics teachers (N=160), Alexander (1969) found her subjects to hold generally positive attitudes toward occupational instruction and other new trends in home economics education. Seventy-eight percent of the teachers subscribed to positive statements reflected willingness to teach occupational classes. Certain of the positive statements, however, were qualified in ways which also are discussed in a later section.

The Process of Vocational Choice

The home economics teacher's decision to teach or not to teach the occupational emphasis was regarded by Lee (1966) as a part of this individual's vocational choice. Various writers (Ginzberg, Ginsburg, Axelrod, and Herma, 1951; Holland, 1953; Super, 1953) have confirmed that the process of occupational choice is ongoing, perhaps continuing throughout life. Related particularly to the occupational choices of teachers is Havighurst and Neugarten's (1962) comment that the teaching career may be influenced by decisions at various critical points, and influential in these decisions are many factors, some related to the teacher's personal life and others related to the school system.

Factors Related to Teachers' Willingness

The Centrality of Self-Concept

Super (1953), while agreeing that many inherited character-

istics of the individual as well as environmental situations bear upon his vocational development, places maximum emphasis upon the influence of such factors upon the self-concept. The person attempts to translate this concept into vocational terms through his choice of an occupation. In explaining his position, Super (p. 190) writes:

> The process of vocational development is essentially that of developing and implementing a self concept; it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunities to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

Other specific references to the individual's feelings regarding his own competence are provided by Holland (1959, p. 42) who writes of the "integrative value of the concept, self-evaluation" in vocational development. Similarly, O'Hara and Tiedman (1959, p. 292) discuss how vocational development is influenced by the "evaluations individuals [have] of themselves."

Other Factors Operating in Vocational Choice

Personal Characteristics. Factors often related in the literature to the person's self-evaluation and his vocational choices are such personal characteristics as age and marital status.

Strong (1943) has documented the change in vocational interests with increasing age. Other writers (Ginzberg, et al, 1951; Super, 1953) describe progressive life stages, each typified by certain patterns of vocational behavior. Especially pertinent to the present study is Kuhlen and Johnson's (1952) report of a marked shift in the occupational orientation of women teachers with increasing age.

Among the teachers who were single and in their early thirties, these researchers found increased desire for a different type of job within the field of education, while those in their forties preferred to stay at the same job. Questions of changing educational ideology with increasing age are raised by Peterson (1967, p. 332) who has observed that "most mature teachers are defensively traditional."

Ginzberg and his group (1951) have referred to the tendency of young women to focus upon marriage and to place problems of work in a secondary position. With those already in the teaching field, Kuhlen and Johnson (1952) found the married women strongly desired to be in the home and tend to place problems of work in a secondary position. Lee (1966), however, found no significant differences in regard to age or marital status among her home economics teachers who were willing or less willing to teach wage-earning home economics.

Educational Preparation. General agreement in regard to the primary role of education in vocational development is described in Hewer's (1963) review of several earlier studies. All point to what other writers have referred to as an "interlocking relationship between educational outcome and career outcomes." (Ginzberg, et al, 1951). Consistent with self-concept theory, Holland (1959) sees education as shaping the person's self-evaluation, thus modifying vocational behavior.

More specific implications for the present study are in Lee's (1966) report that home economics teachers who were willing to teach the wage-earning emphasis held a significantly higher percentage of master's degrees than those who were less willing. Also pertinent is Lee's finding that 46 percent of her respondents were willing to

teach occupational programs provided they could have in-service training to increase their qualifications. With the home economics teachers in Alexander's (1969) sample, 20 percent held positive opinions regarding occupational instruction but indicated they would need special preparation for such an assignment. Similarly, Crabtree and Hughes' (1969) survey of home economics teachers found 93 percent reporting their readiness to participate in available in-service programs. Comments of Barlow (1971) and Meyer (1969) regarding the imperative nature of in-service programs for vocational teachers seem relevant here.

Teaching and Other Work Experience. Situations encountered in a person's earlier years of employment may cause him to reconsider the course of his career, according to Ginzberg and his associates (1951). Super (1972) agrees that realities which one encounters after entering an occupation may be the reason for career adjustments.

With Lee's (1966) subjects, those who were willing to teach wage-earning home economics and those less willing showed no significant differences in regard to their work experience other than teaching or in regard to the number of years they had taught high school home economics. Those who were willing, however, were significantly more likely to be currently teaching wage-earning home economics.

Clements' (1966) study centered upon the work experience of those who currently taught occupational home economics and the value which the teachers and their state supervisors attached to such experience. Responses from 40 teachers in five southwestern states revealed that over three-fourths of the women believed work experience had contributed to their teaching competence in all of the ways mentioned in the

questionnaire. Those who lacked work experience also reported positive feelings regarding the value of this experience. Findings caused the researcher to conclude that work experience was of such value that it should be included among the requirements for certification of occupational teachers.

Work Values

Work values--the goals which motivate individuals in the selection and later pursuit of a vocation--have been the concern of various researchers in the field of vocational development. Ginzberg and his group (1951) distinguish between intrinsic values (satisfactions to be gained in the work itself) and extrinsic values (satisfactions which are the concomitants or outcomes of work). Both kinds of values are measured in the instrument employed in the present study, the Work Values Inventory developed by Super (1970).

Studies with high school students (Schwarzweller, 1960) have indicated that while such value orientations influence their choice of an occupation, male and female students display certain differences in particular values. Sex differences also were revealed in Singer and Stefflre's (1954) data showing level of aspiration to be related to job values for male students. For adolescent females there appeared no significant relationships between aspiration level and job values.

Interviews with individuals in a working population (Centers and Bugenthal, 1966) have demonstrated differences in job motivations at different occupational levels. At lower levels, extrinsic values such as pay and security were more valued. At higher levels, intrinsic job components such as interest value of the work were stressed. No

consistent sex differences were found in regard to the relative importance placed upon intrinsic and extrinsic values.

With the home economics teachers in Lee's (1966) study, those who were willing to teach wage-earning home economics differed in regard to certain work values from those who were willing provided they could have in-service training and those who were less willing. The willing group stressed the value, intellectual stimulation, significantly more than either the less willing or the "with in-service" groups; and the "with in-service" group placed greater inportance upon intellectual stimulation than did the less willing group. Those who were willing stressed prestige significantly less than either the less willing or "with in-service" teachers.

Conditions of Work

A concern of this study was with various conditions of the teaching situation and how they might affect teachers' willingness to offer occupational programs. The general conditions under which people work have been called basic to the intrinsic satisfactions which they find (Ginzberg, et al, 1951). The importance of in-service programs to a sizeable group of Lee's (1966) teachers may be a case in point. Likewise, many of Alexander's (1969) teachers, while expressing positive feelings about the possibility of occupational home economics instruction, imposed certain conditions on their participation. Twelve percent were willing if given adequate time to prepare, and another 12 percent were willing if conditions and setting were conducive to this program. Similarly, Nelson (1968) concluded her evaluation of occupational

home economics programs in New York state with the statement that these teachers required lightened loads in order to have time for arranging student work experience and performing needed supervision.

III. METHODS AND PROCEDURES

The Subjects

The population identified for this investigation consisted of home economics teachers in California counties of predominantly agricultural economy (U. S. Bureau of the Census, 1971). The five counties selected for study were Fresno, Kings, Madera, Merced and Tulare. These are located in the Sar Joaquin valley between the major industrial centers of San Francisco and Los Angeles. (See map in Appendix, p. 92).

All home economics teachers in junior high schools, senior high schools and community colleges within the five counties were included. Names of 217 such teachers were obtained from directories of the state Bureau of Homemaking Education and of individual school districts.

The rationale for involving junior high school teachers in the study was in that many of them were known to hold credentials which would allow them to teach occupational classes at the high school level. Teachers were reminded in the introductory letter accompanying the research instruments that their opinions were needed even though they currently might be teaching at a grade level or in a school district where they considered it unlikely they ever would be involved in wage-earning instruction.

Selection and Development of Research Instruments

The instruments employed in this study were an original questionnaire and the Work Values Inventory of Donald E. Super (1968).

The Questionnaire

The questionnaire which was developed (see Appendix, p. 94) consisted of three major sections. The first section included selection-type and fill-in items for obtaining descriptive data concerned with age, marital status, education, teaching credentials held, and teaching experience. Following was a record of the teacher's work experience (other than teaching) in occupations related to home economics. The form of the work history was adapted from one employed in an earlier study by Lee (1966).

In the second major section, the teacher was asked to indicate on a five-point scale how willing she would be to teach a wage-earning class in her preferred subject area if she were given the opportunity. The teacher who indicated willingness next was asked to rank order a list of statements according to how well each explained her willingness. Those who were unwilling rank order another list of statements. In additional items, the teacher was asked to rank order three school levels (high school, community college, and adult school) and the five subject areas of occupational home economics according to her teaching preference. The five subject areas referred to throughout this report are food management, production and service; care and

guidance of children; clothing management, production and service; institutional and home management, referred to throughout as housekeeping services; and home furnishings, equipment, and services.

The teacher's feeling of competence in wage-earning instruction was ascertained by asking her to number each of the five subject areas according to her competence at such instruction. Those who felt competent or fairly competent in some area next were asked to number a list of experiences according to how much each had contributed to their competence, or to suggest some other source of their competence.

In the final section of the questionnaire, the teacher was asked to indicate on a five-point scale how willing she would be to teach wage-earning classes provided certain conditions existed. These conditions included the provision of release time for occupational teachers, consultant services, instructional media services devoted to occupational home economics, in-service classes at nearby colleges; work experience arranged for the teacher in local businesses and industries for college credit, and a combination of all these conditions. In addition, the teacher was asked to describe any other condition which might affect her willingness.

The Work Values Inventory

The Work Values Inventory by Donald E. Super (1966) was the instrument selected for investigation of goals sought by the teachers in their work. A copy of the Inventory appears in the Appendix, p. 95 Literature reviewed in the last chapter had identified work values as

a factor in the continuing decision making which is a part of the adult's vocational development. Super's instrument measures both intrinsic and extrinsic work values for individuals in all age levels beginning at adolescence. Fifteen different values are rated, the score for each being derived according to the importance which the individual assigns to three different statements concerning work.

Validation of Research Instruments

The Questionnaire

Review by Panel. To provide a measure of validity of the questionnaire, it was submitted to a panel of seven judges including a Regional Coordinator of the state Bureau of Homemaking Education; the home economics coordinator of a unified school district; a professor of home economics education; a county vocational education coordinator; two professors of education; and the Director of the Research Coordinating Unit, Vocational Education Section, California State Department of Education. The questionnaire was revised on the basis of suggestions from members of this panel.

The Pre-test. Preliminary testing of the revised questionnaire was accomplished early in March, 1972, by submitting this instrument together with the Work Values Inventory to 20 teachers (approximately 10 percent of all home economics teachers within the five counties). Names of the 20 teachers had been drawn at random from among all those who were to receive the research instruments. Following their completion of the questionnaire and Work Values Inventory, teachers taking part in the pre-test talked with the researcher to report the time required in completing the

instruments and to describe any difficulties encountered. Their completed questionnaires and Work Values Inventories then were coded and submitted for preliminary data processing.

A review of the teachers' verbal reports and the computer analysis revealed no consistent problems which would require further revision of the questionnaire or the written instructions accompanying the research instruments. It was decided that the instruments and the introductory letter could be distributed in their present form.

The Work Values Inventory

The instrument employed for the determination of work values has been validated by Super (1970) on the basis of correlations obtained between the scores for individual values as determined by this Inventory and as determined by the Allport-Vernon-Lindsey instrument as well as other tests which assess the same traits.

Distribution of Research Instruments

The questionnaire, the Work Values Inventory, and the introductory letter were mailed to the remaining 199 teachers during the first week of April, 1972. A stamped, self-addressed envelope was included.

Two weeks following the general mailing, post cards were sent as reminders to those who had not yet responded. The post-card message is reprinted in the Appendix, p. 96 . In another two weeks, those who still had not responded were sent duplicate copies of the

research instruments, the introductory letter, and an additional stamped, self-addressed envelope.

Analysis of Results

The Work Values Inventories were scored by hand according to instructions in the Manual (Super, 1970). Both the Inventories and questionnaires then were coded and submitted to the Computer Center, California State University, Fresno, for initial data processing. Final data processing was performed at the Computer Center, Oregon State University, Corvallis, Oregon.

Descriptive data on the total group were obtained through standard statistical procedures for determining frequency and percentage distributions, means and standard deviations. In testing of hypotheses, the chi-square statistic, ttest, and product-moment coefficient were employed.

The .05 level was the criterion utilized to assess significance of relationships. Despite the large sample size relative to the number of cells in the chi-square calculations, in most cases some cell-expected frequencies were low (one or less). The interpretation of resulting chi-square values followed the guidelines suggested by Roscoe and Byars (1971). Their article explains why chi-square values which according to the tabled distribution should be assigned very small p's (smaller than .01) are often stated here to fall only at the .01 level. The results reported by these writers pertain to goodness-of-fit testing rather than tests of independence due to the Monte Carlo techniques employed to obtain them. The use of them here was due to the absence of any other guidelines.

IV. RESULTS AND DISCUSSION

From the initial mailing to 217 home economics teachers, responses were received from 186 women. This represented a return of 85.7 percent. A review of the returned questionnaires revealed that 16 of the respondents had indicated home economics classes did not account for 50 percent or more of their present teaching assignments. These 16 teachers were eliminated from the study. One other subject was eliminated because of incomplete questionnaire responses. The remaining 169 questionnaires and Work Values Inventories which were used in analysis of data constituted 77.9 percent of the number initially mailed and 90.9 percent of the returns.

The 169 responses which were analyzed are categorized in Table 1 according to the type of school and size of community (U. S. Bureau of Consus, 1971) in which the respondents taught. Of the five counties represented, Fresno County provided the largest number of respondents. Most of the teachers within this county were employed by the Fresno City Unified School District within the largest metropolitan center of the five counties.

High school teachers comprised about two thirds of the total sample. Though only twelve community college instructors were included, this was the total number teaching within the five-county area.

Table 1. Distribution of 169 respondents according to type of school and size of community

Communities Arranged by Counties	Number of Inhabitants	Number of Respondents Teaching In		
		Junior High Schools	Senior High Schools	Community Colleges
Fresno County				
Caruthers	900		1	
Clovis	13,856	2	3	
Coalinga	6,161	1	2	
Fowler	2,239		1	
Fresno City	165,972	24	23	3
Kerman	2,667		1	
Kingsburg	3,843		2	
Laton	1,071		1	
Reedley	8,131		1	2
Riverdale	1,722		1	
Sanger	10,088	1	3	
Selma	7,459	2	2	
Tollhouse	65	—	2	—
Total		30	44	5
Kings County				
Avenal	3,035		1	
Corcoran	5,249	1	1	
Hanford	15,179	2	5	
Lemoore	4,219	—	3	
Total		3	10	
Madera County				
Chowchilla	4,349		2	
Madera City	16,044	1	3	
Total		1	5	
Merced County				
Atwater	11,640	2	2	
Dos Palos	2,496	1	2	
Gustine	2,793		1	
Hilmar	900		2	
LeGrand	900		1	
Livingston	2,588		1	

Table 1. Continued

Communities Arranged by Counties	Number of Inhabitants	Number of Respondents Teaching In		
		Junior High Schools	Senior High Schools	Community Colleges
Merced County (Cont.)				
Los Banos	9,188	1	2	
Merced City	22,670	4	6	1
Newman			1	
Total		8	18	1
Tulare County				
Dinuba	7,917	1	2	
Exeter	4,475	1	2	
Lindsay	5,206	1	1	
Orosi	2,757	1	2	
Porterville	12,602	1	7	2
Terra Bella	1,037	1		
Tulare City	16,235	1	7	
Visalia	27,268	3	5	4
Woodlake	3,371		2	
Total		10	28	6
Grand Total		52	105	12

Results of the data analysis will be reported in six major sections which follow. The first will include findings concerned with personal and professional characteristics of the respondents and the second, their work experience (other than teaching) in the home economics-related occupations. The respondents' expressed willingness to teach occupational home economics will be discussed in the third section and their expressed competence at such instruction, in the fourth. The fifth section will include a report of the subjects work values and the final section, the results of testing the hypotheses.

Personal and Professional Characteristics

Ages of Respondents

As Table 2 indicates, about half of the teachers were 34 years of age or younger. The 25 to 34-year-old category included the largest group of respondents.

Table 2. Ages of 169 respondents.

	Respondents Total	
Age	No.	Percent
24 or under	16	9.5
25 to 34	68	40.2
35 to 44	32	18.9
45 to 54	37	21.9
55 to 64	16	9.5

Marital Status of Respondents

Information regarding the marital status of the teachers is provided in Table 3. Slightly over three-fourths of the women were married. Approximately ten percent were single and another ten percent were either divorced, separated or widowed.

Table 3. Marital status of 169 respondents.

Marital Status	Respondents Total	
	No.	Percent
Single	18	10.7
Married	134	79.3
Divorced or separated	11	6.5
Widowed	6	3.5

Education Preparation of Respondents

Degrees Earned. Around 90 percent of the teachers reported that the bachelor's was the highest degree they had earned (Table 4). The remainder held the master's degree. None had earned less than the bachelor's degree and none held the doctorate.

Table 4. Highest degrees earned by 169 respondents.

Marital Status	Respondents Total	
	No.	Percent
Less than bachelor's	0	0.0
Bachelor's	152	89.9
Master's	17	10.1
Doctorate	0	0.0

Units Beyond the Bachelor's Degree. When responses were categorized according to the number of semester units which the teachers had earned beyond the bachelor's degree, it appeared that the largest number had completed between 31 and 45 units (Table 5). The small number of teachers who reported 30 units or less may be explained in that the Standard Secondary Teaching Credential was held by almost 40 percent of the respondents. This credential requires the completion of 30 units beyond the bachelor's degree.

Table 5. Number of semester units which 169 respondents had completed beyond the bachelor's degree.

Units	Respondents Total	
	No.	Percent
0 to 15	14	8.3
16 to 30	20	11.8
31 to 45	64	37.9
46 to 60	54	32.0
61 to 75	8	4.7
76 to 90	6	3.5
91 and over	3	1.8

Courses in Wage-Earning Instruction. Twenty-three of the respondents (13.6 percent) had taken some courses specifically designed to prepare teachers for occupational home economics instruction (Table 6). In this and in all following tables, the percentage distribution given is based upon the total N of 169, even though the table may concern a smaller group within the total sample. All percentage figures given in the text are based upon this same total.

Table 6. Areas of courses taken by 23 of 169 respondents to prepare for occupational home economics instruction

Subject Area	Respondents Total	
	No.	Percent
Food service	17	10.1
Child care services	1	0.6
Clothing services	1	0.6
Housekeeping services	0	0.0
Home furnishing services	0	0.0
Other areas	4	2.4

About three-fourths of their courses had concerned food service education. Only two courses were related to the other areas of occupational home economics. Four courses outside of these areas were described, however. These had been concerned with more general topics such as vocational education for the socio-economically disadvantaged.

Thirteen of the courses reported had been offered at California State University, Fresno; seven, at other institutions within the state, and three, at out-of-state colleges.

Most of the courses in wage-earning instruction had been recent. Eleven were offered between 1970 and 1972; four, between 1967 and 1969; three, between 1964 and 1966; three, between 1961 and 1963, and two, during 1960 or earlier.

Teaching Experience of Respondents

Credentials Held. Over one-third of the teachers held the Standard Secondary Teaching Credential (Table 7). This credential, available in California since 1966, authorizes the holder to teach his major and minor academic areas. Slightly over one-fourth held the longer-issued General Secondary Teaching Credential which authorizes instruction in any subject area at the secondary level. A smaller number held Special Secondary Teaching Credentials authorizing instruction only in the area of homemaking. It is important to note that when a junior high or senior high school teacher listed either the Standard Secondary or General Secondary, this was the credential recorded although she may have described other credentials, in addition. The community college instructors all held the Junior College Teaching Credential which was included in the "other" category.

The significance of these findings was difficult to evaluate in view of the number of non-responses as well as the fact that several of the teachers held multiple credentials.

For this reason, the type of credential held was eliminated from consideration in later hypothesis testing.

Table 7. Types of teaching credentials held by 169 respondents

Credential	Respondents Total	
	No.	Percent
Standard Secondary	63	37.3
General Secondary	46	27.2
Special Secondary	32	18.9
Smith-Hughes	1	0.6
Other	15	8.9
Responses omitted or unclear	12	7.1

Years of Teaching Home Economics. A sizeable number of the respondents were fairly new to home economics instruction (Table 8). Almost 40 percent had taught four years or less, and slightly over 60 percent had taught nine years or less. Those who had completed 15 or more years of home economics instruction represented about 20 percent of all respondents.

Table 8. Years of home economics teaching reported by 169 respondents

Years of Teaching	Respondents Total	
	No.	Percent
4 or under	65	38.5
5 to 9	37	21.9
10 to 14	33	19.5
15 to 19	19	11.2
20 or over	15	8.9

Departmental Wage-Earning Courses. Thirty-two of the teachers (19.0 percent) taught in home economics departments which offered occupational instruction. The greatest number indicated that their departmental courses were in the area of child care services, though many also reported food service programs (Table 9). It was not known whether the concentration of offerings in the areas of child care and food services was the result of surveyed community needs, or whether the explantion might lie in other factors including a greater availability of facilities for these programs within the various schools.

Six (3.6 percent) of the teachers described departmental courses which could not be classified in the first five areas. Of this group, five (3.0 percent) mentioned nurse's aide programs and one (0.6 percent) described a course in consumer education for sales persons.

Table 9. Areas of occupational home economics programs in schools where 32 of 169 respondents taught

	Respondents Total	
Type of Program	No.	Percent
Food services	14	8.3
Child care services	24	14.2
Clothing services	5	3.0
Housekeeping services	3	1.8
Home furnishing services	1	0.6
Other types	6	0.7

Table 9 reveals a difference in the number of teachers reporting various types of programs (53) and the number who mentioned any program (32).

This was a result of certain respondents' reporting more than one type of program within their schools.

Experience at Wage-Earning Instruction. During the past five years, 29 (17.2 percent) of the respondents had done some instruction of occupational home economics classes (Table 10). As with the preceding table, this tabulation indicates a difference in the number of teachers who had taught various types of programs (33) and the number who had done any occupational teaching (29), a result of certain teachers' instructing multiple areas. In the final, "other" category were included the reports of five teachers (3.0 percent) who mentioned teaching nurse's aide classes and of one (0.6 percent) who had taught a course in consumer education for salespersons.

Child care and food services were the areas in which the greatest number had done wage-earning instruction, an expected finding in view of the predominance of these areas in the departmental wage-earning offerings. About one-third of all reports of occupational teaching concerned the area of child care and another one-third, the area of food services. Reports of instruction in the other areas were relatively few.

Table 10. Areas in which 29 of 169 respondents had instructed occupational home economics classes.

	Respondents Total	
Subject Area	No.	Percent
Food services	9	5.3
Child care services	10	5.9
Clothing services	3	1.8

Continue Table 10.

Subject Area	Respondents Total No.	Percent
Housekeeping services	4	2.4
Home furnishing services	1	0.6
Other areas	6	3.6

Work Experience Other Than Teaching in Occupations Related to Home Economics

Areas in Which Teachers Had Worked

When the teachers were asked to list all of their past jobs (other than teaching) which somehow involved the knowledge and skills of home economics, 138 (81.7 percent) reported some such work. Food service was the area in which the largest number reported previous employment (Table 11), though a sizeable number had worked in child-care occupations.

Table 11. Home economics-related occupational areas in which 138 of 169 respondents had work experience

Occupational area	Respondents Total No.	Percent
Food services	83	49.1
Child care services	79	46.8
Clothing services	47	27.8

Continue Table 11.

Occupational area	Respondents Total	
	No.	Percent
Housekeeping services	83	49.1
Home furnishing services	5	3.0
Other related occupations	34	21.1

"Other related occupations, "the final area listed in the table includes a wide variety of jobs which the teachers apparently had found to be home economics-related but which could not be classified among the first five areas. These listings included such job titles as county fair supervisor, nurse's aide, social worker, medical assistant, dental assistant, and office receptionist.

Table 11 reveals a difference in the nubmer of teachers who reported any work experience and the number reporting work in various areas, a result of certain teachers' work in multiple areas.

Job titles which appeared in the work histories of four or more teachers are listed in Table 12. As expected, baby-sitter was the single job title listed by more respondents than any other. The job title of waitress also appeared on many different histories, as did a number of other titles in the food service area. The job titles in the table are not always the exact titles appearing on the teachers' lists because of the need to obtain a categorization.

Scores for Work in Various Areas

In order to obtain some index of the teacher's amount of work in each occupational area as well as her total amount of work in all areas, the scoring system which appears in the Appendix, P. 97 , was developed. The system provides a gradation of score depending upon the length of time at each job and whether the job was full-time, part-time or occasional. The resulting scores are only approximations, however. It may not always be the case that a person with a higher score has spent more hours at work than a person with a lower score. For example, one who reported holding a part-time job for six months or less may have worked more hours than another holding a part-time job between six months and one year.

Table 12. Number of work histories including certain home economics-related occupational titles

	Respondents Total	
Job Title	No.	Percent
Food Services		
Waitress	56	33.1
Cook, restaurant or institutional	20	11.8
Cafeteria line worker	11	6.5
Salesperson, food items	10	5.9
Dietitian's assistant	9	5.3
Home Economist, utility company	6	3.6
Salad girl	4	2.4

Continued Table 12

Job Title	Respondents Total No.	Percent
Child care Services		
Baby-sitter for private families	69	40.8
Nursery school teacher or aide	11	6.5
Playground or recreational director	8	4.7
Clothing Services		
Salesperson, clothing or yard goods	38	22.5
Seamstress or alterationist	16	9.5
Housekeeping Services		
Private household worker	16	9.5
Housekeeper, institutional	6	3.5
Other related Areas		
Medical or dental assistant	5	3.0
Social worker	4	2.4

In Table 13 appear the means of scores assigned for the teachers' amount of work in individual home economics-related occupational areas and their total work in all of these areas. Such scores give little information in themselves but were the basis for later calculations in which correlations between the teachers' amount of work experience and their other characteristics were tested.

Table 13. Mean scores assigned for 169 respondents' amount of work in the home economics-related occupations

Occupational Area	Mean Score
Food services	6.5
Child care services	4.0
Clothing services	2.7
Housekeeping services	0.9
Home furnishing services	0.2
Other areas	2.4
Total score, all above areas	16.8

Both on the basis of the number of respondents reporting some work experience in a given area (Table 11) and the scores (Table 13) assigned for their amount of work in each area, food service appeared to be the area in which the teachers had the greatest amount of work experience, followed by child care services and clothing services. The scores for work in the child care area, however, reflect the fact that the respondents were instructed to simply make one entry for all occasional baby-sitting jobs with private families.

The reader will note that food services and child care services also were the areas in which the largest number of respondents had taught.

Other Characteristics of Work Experience

Full-Time, Part-Time and Occasional Work. There were 138

teachers (81.8 percent) who reported any work experience, and 73 (43.2 percent) who had held some full-time job in one or more areas. Sixty-five (38.5 percent) had held only part-time or occasional jobs. Duration of the work over months or years was not considered here.

Duration of Jobs. Of those who reported any work experience, 100 (59.2 percent) had worked over one year at a job in some area, irrespective of whether the job was full-time, part-time or occasional. Often the jobs of longest duration involved baby-sitting for a private family. Seventeen (10.1 percent) had worked over six months and up to one year at some job, but never longer. Twenty-one (12.4 percent) had worked six months or less at their jobs, never longer.

Recency of Work. Table 14 indicates the number of teachers whose most recent work in each area occurred after graduation from college, after graduation from high school but prior to graduation from college, and prior to graduation from high school.

As expected, the most recent work in child care occured prior to graduation from high school for the largest number with experience in this area. In clothing and food services, on the other hand, work continued into the college years with the greatest number reporting their most recent work during this period.

Table 14. Period in which 138 of 169 respondents performed their most recent work in each home economics-related occupational area.

Occupational Area		PERIOD OF MOST RECENT WORK: After Graduation from College	Prior to Graduation from college, After Graduation from High School	Prior to Graduat from High Schoo
Food Services	N	26	49	8
	%	15.4	29.0	4.7
Child Care Services	N	15	31	33
	%	8.9	18.3	19.5
Clothing Services	N	16	22	9
	%	9.5	13.0	5.3
Housekeeping Services	N	0	14	9
	%	0.0	8.3	5.3
Home Furnishing Services	N	2	2	1
	%	1.2	1.2	0.6
Other Areas	N	13	16	2
	%	7.7	9.5	3.0

Expressed Willingness to Offer Occupational Classes

When the teachers indicated on a five-point scale their present willingness to teach in their preferred areas of wage-earning home economics, a generally positive response was obtained. About thirty percent of the teachers indicated they were very willing, and another forty percent, fairly willing (Table 15). The results seemed consistent with Lee's (1966) report that 35 percent of her subjects were willing to teach occupational home economics, and another 46 percent were willing provided they had further in-service training.

It is difficult to interpret the responses of approximately 10 percent who were indifferent to the proposed assignment. Such responses may have indicated that these teachers had no preference between occupational classes and conventional homemaking classes. A lack of contact with wage-earning programs also may have explained their indifference.

Table 15. Willingness of 169 respondents to teach occupational home economics

Degree of Willingness	Respondents Total	
	No.	Percent
Very willing	53	31.4
Fairly willing	70	41.4
Indifferent	16	9.5
Not too willing	27	16.0
Not willing	3	1.7

Reasons for Willingness

In the following questionnaire item, the teachers who were willing or fairly willing were asked to rank order a series of statements according to how well each explained their willingness. Many failed to rank order all statements, but did indicate the single statement which reflected their primary reason for willingness. Results therefore will be reported only in terms of the three statements which the greatest number of teachers indicated as their primary reasons. (Table 16).

A recognition of student employment needs apparently motivated the largest number of teachers who were willing to teach wage-earning classes. As discussed in the following section, the theme of student needs appeared in further explanations which the teachers volunteered in regard to their willingness.

Table 16. Three statements most frequently selected by those willing to teach occupational home economics as the primary reason for their willingness

	Respondents Total	
Statement	No.	Percent
I see opportunities for student employment in the jobs related to home economics	56	33.1
This is an area into which home economics generally must continue to move. I want to get with it.	32	18.3
Our community would benefit from more trained workers in fields such as child care.	24	14.2

Teachers' Comments Regarding Willingness. Teachers who indicated they were willing or fairly willing to teach occupational classes were asked to contribute any additional comments which might explain their position. In 14 written statements, there appeared two general themes--one which reiterated the need of students to prepare for employment and a second which concerned the motivation which students gain through relevant, work-related experiences. The statements, "Students need employment during or just out of high school," and "So students can go from school to job with confidence," appeared in the first group. Comments concerning students' motivation included references to their need for "near-future attainable goals" or learning activities in which they can experience success.

Reasons for Lack of Willingness

When teachers who were not too willing or not willing rank ordered statements which might explain their reluctance, interpretation of findings again was difficult due to the failure of some to rank order all statements. Results, therefore, are reported in terms of the three statements which the largest number of teachers in this group indicated as their primary reasons. (Table 17.) Their lack of work experience other than teaching in the home economics-related occupations was cited by the largest group as their primary reason. The findings here seemed important in the light of questions raised in the introductory chapter regarding the importance of work experience in the preparation of occupational teachers.

Table 17. Three statements most frequently selected by those unwilling to teach occupational home economics as the primary reason for their unwillingness

	Respondents Total	
Statement	No.	Percent
Except for teaching, I've had no work experience (or not enough such experience) in any job involving the knowledge and skills of home economics	14	9.3
I haven't had sufficient college course work in quantity cookery, commercial clothing instruction or other courses related specifically to wage-earning home economics	8	5.3
There isn't time in my schedule to plan and prepare for such classes	7	4.7

Teachers Comments Regarding Their Unwillingness. Five of the teachers contributed additional comments in the attempt to explain their lack of willingness. Three of the comments came from teachers who were about to retire, hence were reluctant to undertake a new teaching emphasis. Another cited her "lack of training and/or experience." Stronger sentiments were expressed by one who felt that teachers' "professional prestige is lost when we enter the labor field."

Preferred Subject Areas in Occupational Teaching

Following the question concerning willingness, the teachers were asked to indicate what would be their preferred subject areas within

occupational home economics in the event that it became necessary for them to teach such classes. As Table 18 indicates, almost 40 percent of the teachers indicated that food service classes would be their preference and about 30 percent, clothing services. The smallest number indicated housekeeping services as the area in which they would prefer to teach.

The popularity of clothing instruction with the teachers again raised the question of whether difficulty in obtaining needed equipment might explain the relatively few departmental occupational programs in this area, or whether their lack was due to an established shortage of local job opportunities in the clothing area.

Table 18. Subject areas in which 169 respondents preferred to teach occupational home economics

	Respondents Total	
Subject Area	No.	Percent
Food Services	63	37.3
Child care services	40	23.7
Clothing services	53	31.4
Housekeeping services	5	2.9
Home furnishing services	8	4.7

Preferred School Levels for Occupational Teaching

The teachers were asked to rank order three school levels (senior high school, community college, and adult school) on the basis of where

they would prefer to teach classes in their preferred occupational areas (Table 19). High school teaching was the choice of the largest number of respondents, a finding which perhaps reflected the predominance of high school teachers in the sample. Community college teaching was the choice of about one-fourth of the women. The preference of almost one-fifth was adult school, perhaps a finding of importance in terms of developing adult occupational programs in home economics.

About one-half of the junior high school teachers indicated their preference for high school teaching though almost a third would prefer adult school. Of the present high school teachers, about two-thirds would prefer to remain at this level and a fourth would choose to join community college programs. The twelve community college instructors, with one exception, would wish to continue at this level. The relationship of the teachers' preference of teaching levels and the type of school in which they currently taught was tested statistically and proved significant ($X^2 = 28.00$, DF = 4, $p < .01$).

Table 19. School levels at which 169 respondents preferred to teach occupational home economics

	Respondents Total	
School Level	No.	Percent
High school	90	53.3
Community college	43	25.4
Adult school	31	18.3
No response	5	3.0

Willingness Under Certain Proposed Conditions

In a questionnaire item already described, the teachers were asked to indicate their present willingness to teach a class in their preferred occupational area (Table 20). A following section of the questionnaire asked the teachers to indicate their willingness provided that each of the following conditions were to become a reality:

1. Release time would be provided for the teacher to plan and prepare for occupational classes.

2. A consultant would be available for visits to the teacher's school, as requested.

3. An instructional media center devoted to occupational home economics would be established within these central California counties.

4. In-service classes concerned with the teacher's preferred occupational area would be available annually at a nearby location.

5. Work experience for college credit would be arranged for the teacher in an industry or business of her community.

6. All of the preceding conditions would become a reality.

A comparison of the teachers' present willingness and their willingness under each of the proposed conditions indicated a shift toward more positive attitudes with each new condition (Table 19). Of the first five conditions proposed, the one concerning an instructional media center devoted to occupational home economics caused the most marked change in the direction of willingness. This finding raised a question as to whether those who currently initiate occupational home economics programs are handicapped by a lack of available films, tapes, and other media in comparison to what is available

to consumer-homemaking teachers, for example.

The proposal that work experience be arranged for the teacher, with college credit given, in businesses or industries of her community produced an appreciable shift toward greater willingness. Findings here were consistent with Clements' report (1968) of the value which home economics teachers and their state supervisors placed upon work experience as a part of the occupational teacher's preparation. Similarly, Nelson's (1968) occupational home economics teachers expressed a wish for more work experience in areas such as food service or nursery-school operation.

The teachers' response to the proposal concerning release time for occupational teachers also was in agreement with Nelson's (1968) statement that the teaching load must be lightened where instructors have the responsibility of setting up work-experience opportunities and of supervising students in such activity.

The positive response which resulted from the proposal concerning in-service classes recalled the sizeable number of Lee's (1966) subjects who were willing to teach wage-earning home economics provided they had in-service training to strengthen their qualifications.

Other Proposed Conditions. The teachers were asked to describe any further conditions which they felt would increase their present willingness to teach occupational home economics. Forty-one (about 24 percent) provided such information.

Eight of the conditions described were related to a need for cooperation of the local business community in offering work experience for students and in supplying a job market for graduates. One of this group mentioned that she would benefit from a survey of business community

in this regard. In their concern over location of student work-experience locations, teachers in this group were in accord with Nelson's (1968) subjects who reported the same problem.

Another group of equal size expressed the need for increased budgets which would provide for equipment purchases, salaries of teacher aides, and other program costs.

The teaching schedule was an important consideration for another group. These women would be more willing if given assurance that occupational classes would not be an addition to their present teaching loads.

Table 20. Expressed willingness of 169 respondents to teach occupational home economics at present and under proposed conditions

Degree of Willingness		Present Situation	Proposed Conditions					
			Release Time	Consultant Services	Media Center	In-service Courses	Work Experience	All Conditions
Very willing	N	53	71	74	90	68	77	100
	%	31.3	42.0	44.8	53.3	40.2	45.6	59.2
Fairly willing	N	70	67	62	52	71	65	48
	%	41.4	39.7	36.7	30.7	42.0	38.5	28.4
Indifference	N	16	10	18	14	16	11	7
	%	9.5	5.9	10.7	8.3	9.5	6.5	4.1
Not too willing	N	27	14	7	7	8	10	6
	%	16.0	8.3	4.1	4.1	4.7	5.9	3.6
Not willing	N	3	1	2	1	1	1	1
	%	1.8	0.6	1.2	0.6	0.6	0.6	0.6
No response	N	0	6	6	5	5	5	7
	%	0.0	3.5	3.5	3.0	3.0	3.0	4.1

Expressed Competence at Occupational Instruction

Teachers' Self-Ratings

The teachers' ratings of their own competence in each of the five subject areas of occupational home economics revealed a similarity of ratings in the areas of food services, child care and clothing services (Table 21). Slightly over 60 percent felt either fairly competent or very competent in each of these three areas. For housekeeping services or home-furnishing services, there was a marked drop in the number who felt fairly competent or very competent.

These results recall the previously-reported findings that food services, child care and clothing services were the three areas in which the largest number of teachers had work experience. Food services and child care services were the areas in which the largest number of departments offered wage-earning classes and in which the largest number of respondents had taught. Further, of 23 respondents who had taken special courses to prepare for occupational home economics instruction, about three-fourths had this coursework in the area of food service. The relationship between expressed willingness and competence was tested statistically and will be reported in a later section.

Table 21. Competence expressed by 169 respondents in five areas of occupational home economics instruction

Competence Level		Subject Areas: Food Services	Child Care Services	Clothing Services	House-keeping Services	Home furnishing Services
Very competent	N	32	30	30	14	9
	%	18.9	17.8	17.8	8.3	5.3
Fairly competent	N	74	80	76	55	54
	%	43.8	47.3	45.0	32.5	31.7
Not too competent	N	42	38	39	63	62
	%	24.9	22.5	23.0	37.3	36.7
Not competent	N	14	13	16	29	35
	%	8.3	7.7	9.5	17.2	20.7
No response	N	7	8	8	8	7
	%	4.1	4.7	4.7	4.7	4.1

Sources of Competence

Teachers who felt competent or fairly competent in one or more occupational areas were asked to rate three types of experience according to the contribution each had made to their competence (Table 22).

Work experience other than teaching was the single experience which the most teachers rated as a "great contribution" to their competence. The regular undergraduate teacher preparation, while rated a "great contribution" by fewer teachers, nevertheless was rated by a large number as an experience making "some contribution" to their competence. The meaning of "no contribution" is blurred by the fact that some respondents apparently checked this choice to indicate that they

had not had the type of experience mentioned. Others in such a situation simply gave this type of experience no rating.

Table 22. Contributions of three types of experience to teachers' competence at occupational instruction

Type of Experience		Ratings by Respondents: A great contribution	Some contribution	No contribution	No rating given
My work experience other than teaching	N	55	45	24	45
	%	32.5	26.6	14.2	26.6
My regular undergraduate teacher preparation	N	42	77	15	35
	%	24.9	45.6	8.9	20.7
Special course(s) devoted to occupational home economics instruction	N	9	11	56	93
	%	5.3	6.5	33.1	55.0

The importance which the competent and fairly competent teachers attributed to their past work experience seems a finding with considerable implications for the preparation of occupational home economics teachers. Both at pre-service and in-service levels, college home economics departments well may consider ways of providing course credit for work performed by the student in home economics-related businesses and industries.

Other Sources of Competence Suggested. The teachers were asked to describe any additional types of experience to which they attributed their competence. Fifty of the respondents (about 30 percent) provided

such statements. Home and family living--care of one's own children, household maintenance and the like-was mentioned by 23 teachers as a source of competence at wage-earning instruction. Teaching experience, both in occupational programs and consumer-homemaking courses, had been helpful, according to eight teachers. Other types of job training obtained in the military service or through previous employment were described by five teachers. Such employment included work with school lunch programs, Agricultural Extension Service, and other agencies. Nine had pursued their interest in occupational education through readings, research, and field trips. Three others described graduate course work in the areas of restaurant management and nursery-school operation.

Work Values

Table 23 shows the mean scores and standard deviations of 15 work values for 163 teachers who completed Super's (1968) Work Values Inventory. The reader is reminded that the subject's score for a given work value has a possible range of three to 15. The N is reduced to 163 here because of the failure of six respondents to complete the Inventory.

The scores reveal that the teachers in this group placed maximum stress upon Altruism, a value associated with "work which enables one to contribute to the welfare of others" (Super, 1970, p. 8). Super confirms that this value is particularly characteristic of Peace Corps volunteers selected for teaching positions, other teachers, and school counselors enrolled in advanced summer institutes. The teachers in

Table 23. Work Values means and standard deviations in relation to data reported for other teacher groups

Work Values		Home Economics Teachers (Present Study) N=163	Home Economics Teachers (Lee, 1966) N=102	Teachers (Super, 1970) N=44
Achievement	M	13.09	14.85	13.98
	SD	2.15	2.78	3.59
Altruism	M	13.38	14.47	12.77
	SD	2.15	4.54	4.97
Associates	M	9.88	10.65	10.18
	SD	2.16	3.09	3.77
Creativity	M	12.15	12.34	13.98
	SD	2.19	4.32	3.59
Economic Returns	M	11.58	8.02	10.91
	SD	2.48	4.87	5.30
Esthetics	M	10.47	7.41	4.75
	SD	2.39	3.27	3.94
Independence	M	12.14	5.15	7.77
	SD	2.07	2.93	4.91
Intellectual Stimulation	M	11.98	13.86	12.27
	SD	1.98	3.68	3.42
Management	M	9.19	11.47	9.82
	SD	2.15	3.86	4.48
Prestige	M	10.44	12.91	12.75
	SD	2.28	3.93	4.45
Security	M	11.03	8.71	10.25
	SD	2.90	4.00	4.70
Supervisory Relations	M	13.26	10.22	8.95
	SD	2.18	3.19	4.11
Surroundings	M	11.83	10.81	10.50
	SD	2.39	3.07	3.60
Variety	M	11.28	7.26	9.07
	SD	2.07	4.00	4.62
Way of Life	M	13.21	14.14	13.64
	SD	2.22	3.37	4.93

Lee's (1966) study placed Altruism second in importance, while for the teachers in another study reported by Super, this value was ranked third in importance.

When the work values were rank ordered, from high or low, in relation to their ordering by this group and by teachers in these earlier studies (Table 24), certain other comparisons were possible. Achievement, a value associated with "work which gives one a feeling of accomplishment" (Super, 1970, p. 9), was ranked first both by Lee's (1966) subjects and Super's teacher group and ranked fourth by the present respondents. Way of Life, a value associated with the kind of work that "permits one to live the kind of life he chooses and to be the kind of person he wishes to be" (Super, 1970, p. 10) was ranked among the first three values by teachers in each group studied.

Certain differences appear in the rank orderings, however. Supervisory relations was rated higher by the present group than by those in the other groups. This value is present in "work which is carried out under a supervisor who is fair and with whom one can get along." (p. 10). Prestige, a value associated with "work which gives one standing in the eyes of others and evokes respect" (p. 9) was stressed considerably less by the present group. Lee's (1966) subjects who were more willing to teach wage-earning home economics tend to rank prestige significantly lower than those who were less willing.

Table 24. Work values in rank order, from high to low, in relation to reported ordering of values in other teacher groups.

Home Economics Teachers in Present Study N=163	Home Economics Teachers (Lee, 1966) N=102	Teachers (Super, 1970) N=44
Altruism	Achievement	Achievement
Supervisory Relations	Altruism	Way of Life
Way of Life	Way of Life	Altruism
Achievement	Intellectual Stimulation	Prestige
Creativity	Prestige	Intellectual Stimulation
Independence	Creativity	Creativity
Intellectual Stimulation	Management	Economic Returns
Surroundings	Surroundings	Surroundings
Economic Returns	Associated	Security
Variety	Supervisory Relations	Associated
Security	Security	Management
Esthetics	Economic Returns	Variety
Prestige	Esthetics	Supervisory Relations
Associates	Variety	Independence
Management	Independence	Esthetics

The First Null Hypothesis

Null hypothesis 1: The expressed willingness of home economics teachers to instruct classes in their preferred areas of occupational home economics is independent of their expressed competence at such instruction.

The first hypothesis must be rejected on the basis of our data. The willingness of the teachers to offer classes in their preferred occupational areas proved to be positively and significantly related ($X^2 = 19.41$, DF = 6, $p < .01$) to their expressed competence at instructing these same areas. Such a relationship seems in agreement with the theoretical position of Super (1950) and the views of other writers (Holland, 1959; O'Hara and Tiedeman, 1959) who feel that the individual tends to make occupational choices consistent with his perception of his present level of competence and future competence at the work in question.

The findings also suggest that as more information is gained regarding sources of competence in vocational teachers and as the experiences indicated are made available to individuals at pre-service and in-service levels, the result may be greater willingness on the part of teachers to initiate this type of instruction.

In the reports concerning results of hypothesis testing, the N is reduced in some cases due to incomplete responses to given questions

The Second Null Hypothesis

Null Hypothesis 2: The expressed willingness of home economics teachers to instruct classes in their preferred areas of occupational

home economics is independent of their personal characteristics, educational preparation, teaching experience, work experience (other than teaching) in the home economics-related occupations, and work values.

The Relationship of Personal Characteristics

There was no conclusive evidence of any relationship between either age or marital status and the teachers' expressed willingness.

The findings here are in agreement with Lee's (1966) report that teachers who were willing to teach occupational home economics did not differ significantly from those less willing on the basis of age or marital status. The results have provided no evidence in support of earlier-mentioned views that teachers tend to become increasingly conservative with years or that married teachers are less prone to accept the challenge of new teaching experiences. Those who are charged with the recruitment of teachers for occupational home economics programs well may look to the ranks of married women and of more mature teachers as sources of such instructors.

The Relationship of Educational Preparation

Respondents who held the master's degree tended to express significantly more willingness ($X^2 = 10.33$, $DF = 3$, $p < .02$) than those for whom the bachelor's was the highest degree earned. The findings are consistent with those of Lee (1966) who found a significantly greater percentage of master's degrees among her subjects who were willing as compared to those less willing to teach wage-earning home economics.

There was no indication, however, that the number of units earned beyond the bachelor's degree was related to the teachers' willingness. Neither was willingness significantly related to whether or not the teacher had ever taken a course specifically designed to prepare teachers for wage-earning home economics instruction. It should be noted, however, that only 23 of the 169 respondents had ever had such a course.

The Relationship of Teaching Experience

Years of Teaching. The number of years the teachers had taught home economics was not shown to be related to their willingness to teach occupational classes. The findings agree with those of Lee (1966) who reported no evidence of such a relationship.

Departmental Offerings. Where the departments in which the respondents were teaching already offered wage-earning classes, the willingness of teachers to do such instruction tended to be significantly greater ($X^2 = 12.88$, DF = 3, $p < .01$). The teachers' willingness also was significantly increased ($X^2 = 12.20$, DF = 3, $p < .01$) where the departmental offerings were in the same areas in which the respondents preferred to teach.

In this questionnaire item, the subject had been asked to indicate her willingness to teach a class in her preferred area of occupational instruction if she were given the opportunity. There may have been a tendency of the teachers to think in terms of this situation arising within their own schools. In departments where occupational programs already existed, teachers could agree to teach wage-earning classes

without the responsibility of initiating new programs. The results also might be interpreted to mean that enthusiasm for occupational instruction tends to be greater when teachers have had the opportunity for close observation of such programs.

Experience at wage-earning Instruction. Where the teachers had taught any occupational classes within the past five years, their willingness tended to be significantly greater ($X^2 = 18.49$, DF = 3, $p < .01$). Their willingness also was significantly greater ($X^2 = 23.73$, DF = 3, $p < .01$) when this teaching involved their preferred areas of occupational instruction. Another finding of relevance here was the tendency of teachers who had taught any wage-earning classes within the past five years to express significantly greater competence at instruction in their preferred occupational areas ($X^2 = 16.16$, DF = 3, $p < .01$). The finding that willingness was related to experience at occupational instruction agreed with Lee's (1966) report that a significantly higher percentage of those willing to teach occupational home economics were currently teaching in this area.

Level of School and Size of Community. Willingness to teach occupational home economics was significantly related ($X^2 = 14.27$, DF = 6, $p < .05$) to the level of school (junior high school, senior high school or community college) in which the respondents were teaching. There was a tendency for community college teachers to be more willing than other teachers, and there was a slight tendency for high school teachers to be less willing than those in junior high schools.

The Relationship of Work Experience Other Than Teaching

Scores for Work. As discussed earlier, the respondents had been assigned scores based upon their amount of work (other than teaching) in each area of occupations related to home economics as well as a total score for work in all these areas. Willingness was positively and signficantly correlated with the total work score ($r = .28$, $N = 159$, $p < .001$). Willingness also was positively and significantly correlated ($r = .20$, $N = 159$, $p < .02$) with the work scores in those areas which were the teachers' preferred teaching areas.

The N is reduced to 159 in the preceding calculation because the reference was to the teacher's willingness to teach in her preferred occupational area, and ten had not specified that preferred area.

In addition, the respondents had indicated their willingness on a five-point scale where number one indicated greatest willingness. In all cases where the product-moment statistic was applied to willingness, the numbers on this scale were reversed in order that positive and negative correlations might have their usual meaning.

Full-Time Versus Part-Time and Occasional Work. Whether the teachers had held any full-time job in the home economics-related occupations was significantly related to their willingness ($X^2 = 20.5$, $DF = 6$, $p < .01$). A history of some full-time employment (as opposed to only part-time or occasional work) appeared to be associated with favorable attitudes toward occupational instruction.

Length of Time at any Job. Willingness was significantly greater ($X^2 = 15.4$, $DF = 6$, $p < .02$) where the teachers had worked over one year at any job. Willingness was less where the longest duration of any job was over six months to one year, or six months or less.

The findings seemed to provide substantial support for the importance of work experience in the preparation of occupational teachers.

The Relationship of Work Values

There was no indication that scores for any of the 15 work values were significantly related to the teachers' willingness. In the case of one score, a weak relationship was found, but this could have been explained by random chance. The results failed to support Lee's (1965) findings, reviewed in a preceding chapter, regarding relationships between certain work-value scores and willingness.

The Third Null Hypothesis

Null hypothesis 3: The expressed competence of home economics teachers to instruct classes in their preferred areas of occupational home economics is independent of their personal characteristics, educational preparation, teaching experience, and work experience (other than teaching) in the home economics-related occupations.

The Relationship of Personal Characteristics

Our data provided no conclusive evidence that either age or marital status is related to the teachers' expressed competence.

Though the teacher had rated her competence in each of five areas of occupational home economics, competence here refers to her rating in that area which she indicated as her preferred teaching area. The same applies to all of the following discussion of competence, except where otherwise noted.

The Relationship of Educational Preparation

There was no indication of a relationship between the highest degrees which the teachers had earned and their expressed competence.

The number of semester units which the teachers had taken beyond the bachelor's degree, however, was positively and significantly related ($r = .159$, $N = 155$, $p < .05$) to their expressed competence. The types of course work involved in their earning of units is not known, yet increasing experience of this type appears to be associated with added self-confidence in regard to occupational instruction.

Whether the teachers ever had taken a course specifically designed to prepare teachers for wage-earning home economics instruction was not shown to be related to expressed competence. Again the reader is reminded that only 23 of the 169 respondents ever had taken such a course.

The teachers had rated their competence on a four-point scale where number one indicated greatest competence. In all cases where the product-moment statistic was applied to competence, the number of this scale were reversed in order that positive and negative correlations might have their usual meaning.

The Relationship of Teaching Experience

Years of Teaching. The number of years the respondents had taught home economics was positively and significantly related to their expressed competence ($X^2 = 19.28$, $DF = 8$, $p < .02$). Since slightly over 80 percent of the teachers had instructed no wage-earning classes during the past five years, the findings suggested that increasing experience at conventional homemaking instruction is associated with added self-

confidence at occupational instruction.

Departmental Offerings. Whether or not their home economics departments offered wage-earning instruction was not shown to be related to the teachers' expressed competence.

Occupational Teaching Experience. Teachers who had taught any wage-earning home economics classes within the past five years expressed significantly greater ($X^2 = 16.16$, $DF = 2$, $p < .001$) confidence at such instruction. Likewise, for those who had taught their preferred occupational areas within this time, expressed competence was significantly greater ($X^2 = 12.19$, $DF = 3$, $p < .01$). The finding that those with experience at teaching wage-earning home economics expressed significantly greater willingness and competence to instruct such classes suggested a need to provide those at pre-service levels with practice teaching in wage-earning home economics programs.

The Relationship of Work Experience

The scores assigned for the amount of the teachers' work in each of five occupational areas were positively and significantly correlated ($r = .24$, $N = 157$, $p < .05$) with the teachers' expressed competence in the same areas. The total scores assigned for their work in all home economics-related occupations also were positively and significantly correlated ($r = .207$, $N = 157$, $p < .02$) with the teachers' expressed competence in their preferred areas of instruction.

A positive and significant relationship thus had been domonstrated between both the teachers' expressed willingness and expressed competence and (1) their scores for amount of work in their preferred

occupational areas and (2) their total scores for amount of work in all home economics-related occupational areas. The implications for teacher education in these and other findings are discussed in a concluding section of this report.

The Fourth Null Hypothesis

Null hypothesis 4. The expressed willingness of home economics teachers to instruct classes in their preferred areas of occupational home economics will not change (or will be less) under any of six proposed school conditions or a combination of all:

1. The occupational teacher would be allowed release time in which to plan and prepare for these classes.

2. There would be available the services of a consultant who would visit the teacher's school when requested.

3. An instructional media center devoted to occupational home economics materials (films, tapes, etc.) would be established in the five-county area.

4. In-service classes concerned with the teacher's preferred occupational area would be established within the five counties.

5. Work experience would be arranged for the teacher in a business or industry of her community, with college given credit.

6. All the preceding conditions would become a reality.

The results of a t test provided no support for the null hypothesis. The teachers' willingness was significantly increased (p. 001) with each of the first five conditions proposed and with the final proposal

that all these conditions be provided. As discussed earlier, the proposed provision of all the suggested conditions produced the greatest number of very willing teachers, and of the individual conditions proposed, the one concerning an instructional media center produced the greatest shift in the direction of more willingness.

The results suggest that school administrators, by their provision of conditions and services such as those described here, can appreciably increase teachers' interest in initiating occupational programs.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Recent literature had indicated concern over the qualification of teachers for home economics programs which prepare youth for gainful employment in the occupations related to this field. Questions also had been raised regarding the willingness of teachers in traditional homemaking programs to undertake occupational instruction.

The purpose of this study was to investigate the expressed willingness and competence of home economics teachers to offer occupational classes. It further sought to determine any relationship between their expressed willingness and competence, and any relationship between either of these variables and the teachers' educational preparation, their work experience other than teaching in the home economics-related occupations, their values associated with work, and other personal and professional characteristics.

Methods and Materials

An original questionnaire and the Work Values Inventory by Donald E. Super (1968) were mailed during March, 1972, to all teachers of home economics in junior high schools, senior high schools and community colleges in the five central California counties of Fresno, Kings, Madera, Merced, and Tulare. The mailing to 217

teachers produced a return of 186 (86 percent) of which 169 (78 percent) were used in data analysis. All of the 169 were women teachers. Nearly 50 percent taught in Fresno County, and the majority of these were in the Fresno City Unified School District. High school teachers accounted for about two-thirds of all respondents. Though only 12 community college instructors were included, this was the total number within the five-county area.

Characteristics of Respondents

Personal Characteristics. About ten percent of the teachers were 24 years of age or younger, and approximately 50 percent were 34 years of age or younger. Almost 80 percent of the women were married.

Educational Preparation. Except for 17 who had earned master's degrees, the teachers reported the bachelor's as their highest degree. About one-third had completed between 31 and 45 units beyond the bachelor's, and another third, between 46 and 60 units.

Twenty-three (14 percent) of the women had taken some courses specifically designed to prepare teachers for wage-earning home economics instruction. For 17 in this group, the courses had concerned food-service education.

Teaching Experience. Most of the 169 respondents were fairly new to home economics teaching, about 40 percent reporting four years of teaching experience or less and 60 percent, nine years or less. Thirty-two (19 percent) taught in home economics departments

which offered occupational classes. Approximately three fourths of the programs reported were in the area of child care and almost one-half, food service.

Twenty-nine of the women (17 percent) had instructed some wage-earning home economics classes within the past five years. About one-third of this number reported teaching child care courses and one-third, food service courses. Few had experience at teaching other areas of occupational home economics.

Work Experience Other than Teaching. The teachers' listings of their work experience other than teaching in the home economics-related occupations revealed that 138 (82 percent) had done such work. The largest number (49 percent) had been employed in food service occupations. Thirty-three percent of all work histories included the job title of waitress and 12 percent, restaurant or institutional cook. A slightly smaller number (47 percent) had worked at child-care occupations. Of job titles in all areas, baby-sitter (for private families), included by 41 percent of the respondents, was the single one most frequently listed. About 30 percent had worked at occupations in the clothing area and most of these had been salespersons in yardage or ready-to-wear establishments. Fourteen percent had either been private household workers or had worked as housekeepers in institutions. Only three percent had experience at home furnishings-related occupations.

When scores were assigned on the basis of the duration of each job and whether it was full-time, part-time or occasional, the highest scores appeared in food service, followed by child care and clothing-related occupations.

Work Values. In regard to work values or goals sought by the teachers in their work, greatest stress was placed upon Altruism, defined by Super (1970, p. 8) as a value present in "work which enables one to contribute to the welfare of others." Ranked next in order were the values Supervisory Relations--a goal "associated with work which is carried out under a supervisor who is fair and with whom one can get along" (p. 10) and Way of Life, associated with work which "permits one to live the kind of life he chooses and to be the type of person he wishes to be" (p. 10).

Willingness to Teach Occupational Home Economics

The teacher had been asked to indicate on a five-point scale what would be her present willingness to teach a class in her preferred area of wage-earning home economics if she were offered the opportunity. Responses indicated that 53 (about 30 percent) would be very willing and 70 (about 40 percent) fairly willing. About 16 percent would be not too willing and only two percent, not willing. The remainder felt indifferent.

The largest number who were very willing or fairly willing saw the primary reason for their willingness in the opportunities existing for student employment in the home economics-related occupations. Most of those who were not too willing or not willing gave as their primary reason ~~for~~ their lack of work experience other than teaching in the home economics-related occupations.

When the respondents were asked their preferred teaching areas in occupational home economics, 40 percent named food services; 30 percent, clothing services; and 25 percent, child care services. Less than five

percent preferred either housekeeping services or home furnishing services. High school was the level at which most of the junior high or senior high school teachers would prefer to instruct these courses; while community college teachers, with one exception, would prefer their present school level. For 18 percent of all respondents, adult school was the preferred level at which to teach occupational classes.

Competence to Teach Occupational Home Economics

The teacher's ratings of their own competence in each area of home economics-related occupational instruction revealed that food service, child care and clothing services were areas in which about 18 percent of the teachers felt very competent and another 45 percent, fairly competent. Housekeeping services and home furnishing services, on the other hand, were areas in which only eight percent and five percent, respectively, rated themselves very competent, though about 32 percent felt fairly competent in these areas.

Those who felt fairly competent or very competent in one or more areas were asked to rate three kinds of experience (my regular undergraduate teaching preparation, my work experience other than teaching, and special courses devoted to wage-earning instruction) according to how much each had contributed to their competence. Work experience was rated "a great contribution" by a large group representing 33 percent of all respondents. Twenty-five percent considered their undergraduate teacher preparation "a great contribution." Of the 23 teachers who had taken special courses devoted to occupational home economics instruction, nine considered this experience "a great contribution."

Testing of Hypotheses

The First Null Hypothesis. The following was the first null hypothesis to be tested: The expressed willingness of home economics teachers to instruct classes in their preferred areas of occupational home economics is independent of their expressed competence at such instruction.

The null hypothesis was rejected on the basis of the data. The teachers' expressed competence in their preferred occupational areas was positively and significantly ($p < .01$) related to their expressed willingness to teach in these areas.

The Second Null Hypothesis. The following was the second null hypothesis to be tested: The expressed willingness of home economics teachers to instruct classes in their preferred areas of occupational home economics is independent of their personal characteristics, educational preparation, teaching experience, work experience (other than teaching) in the home economics-related occupations, and work values.

Expressed willingness tended to be significantly greater among the following groups of teachers and, therefore, the null hypothesis was rejected:

1. Those who held the master's degree ($p < .02$).

2. Those who taught in a home economics department offering wage-earning classes ($p < .01$).

3. Those who had taught an occupational home economics class within the past five years ($p < .01$).

4. Those who taught in community colleges ($p < .05$).

5. Those who had higher work scores assigned on the basis of their amount of work experience (other than teaching) in home economics-related occupational areas corresponding to their preferred teaching areas ($p < .02$).

6. Those who had higher work scores assigned on the basis of their total amount of work experience (other than teaching) in all home economics-related occupational areas ($p < .001$).

7. Those who had held some full-time jobs in these areas as opposed to only part-time or occasional jobs ($p < .01$).

8. Those who had worked over one year at some job in these areas ($p < .02$).

Expressed willingness was not shown to be related to age, marital status, semester units earned beyond the bachelor's degree, whether the teacher had ever taken a course specifically designed to prepare teachers for occupational home economics instruction, years of teaching home economics, size of the communities in which teaching, recency of work (other than teaching) in the home economics-related occupations, or any of 15 work values. In regard to these variables, the null hypothesis therefore was accepted.

The Third Null Hypothesis. The following was the third null hypothesis to be tested: The expressed competence of home economics teachers to instruct classes in their preferred areas of occupational home economics is independent of their personal characteristics, educational preparation, teaching experience, and work experience other than teaching in the home economics-related occupations.

Expressed competence tended to be significantly greater in the following groups of teachers and, therefore, the null hypothesis was

rejected:

1. Those who had earned a higher number of units beyond the bachelor's degree ($p < .05$).

2. Those who reported more years of teaching home economics ($p < .02$).

3. Those who had taught an occupational home economics class within the past five years ($p < .001$).

4. Those who had higher work scores assigned on the basis of their amount of work experience (other than teaching) in home economics-related occupational areas corresponding to their preferred teaching areas ($p < .05$).

5. Those who had higher work scores assigned on the basis of their total amount of work experience (other than teaching) in all home economics-related occupational areas ($p < .02$).

Expressed competence was not found to be related to age, marital status, highest degrees earned, whether the teachers had ever taken a course specifically designed to prepare teachers for occupational home economics instruction, whether the teachers taught in a home economics department offering wage-earning classes, and level of the schools (junior high school, senior high school, or community college) or size of the communities in which the respondents taught. In regard to these variables, the null hypothesis, therefore, was accepted.

The Fourth Null Hypothesis. The following was the fourth null hypothesis to be tested: The home economics teachers' expressed willingness to instruct classes in their preferred areas of occupational home economics would not change (or would be less) under any of six proposed school conditions or a combination of all:

1. The occupational teacher would be allowed release time in which to plan and prepare for these classes.

2. There would be available the services of a consultant who would visit the teacher's school when requested.

3. An instructional media center devoted to occupational home economics materials (films, tapes, etc.) would be established in the five-county area.

4. In-service classes concerned with the teacher's preferred occupational area would be established within the five counties.

5. Work experience would be arranged for the teacher in a business or industry of her community, with college credit given.

6. All of the preceding conditions would become a reality.

Using the t test, we were able to reject the null hypothesis in each case. The teachers indicated that their present willingness would be significantly greater ($p < .001$) under each condition proposed. Provided that all of the proposed conditions were to become a reality, the teachers' willingness would increase most substantially. Of the five single conditions proposed, the one concerning an instructional media center produced the largest number in the "very willing" group.

Conclusions

On the basis of our data, the following conclusions are drawn in relation to the home economics teachers within these five California counties:

1. About 30 percent of the home economics teachers are very

willing to offer classes in their preferred areas of occupational home economics instruction, and 40 percent are fairly willing. Food service is the preferred teaching area of the largest number.

2. Approximately two-thirds of the teachers feel competent or fairly competent at occupational instruction in the areas of food service, child care and clothing services, through markedly smaller numbers feel competent or fairly competent in the areas of housekeeping services or home furnishing services.

3. The teachers' expressed willingness to instruct classes in their preferred occupational areas is significantly and positively related to their expressed competence in these same areas.

4. The teachers' scores for amount of work experience (other than teaching) in the home economics-related occupations stand out as a factor which is positively and significantly related both to their expressed willingness and competence.

The findings point to work experience as a factor of importance in the preparation of teachers for occupational home economics programs. Further support for such a conclusion is provided by these additional findings:

(1) Teachers who were not willing to instruct occupational programs most often gave as a primary reason their lack of work experience in the home economics-related occupations.

(2) When three kinds of past experience were rated by the competent or fairly competent teachers as sources of their competence, work experience in the home economics-

related occupations most often was rated a "great contribution."

(3) Among competent or fairly competent teachers, those with higher scores for amount of work experience in the home economics-related occupations tended to credit past work experience with a significantly greater contribution to their competence ($r = .387$, $N = 124$, $p < .001$).

5. Experience at teaching occupational home economics is a second factor significantly related both to the teachers' expressed willingness and competence to instruct occupational classes. The findings here suggest a need to provide student teachers with practice in occupational instruction as well as in the consumer-homemaking area.

6. The expressed willingness of home econonomics teachers to instruct occupational classes is significantly increased by any of several proposed conditions or a combination of all of them. These conditions include the provision of release time for teachers planning and preparing for wage-earning classes, the services of an occupational-education consultant, instructional media services devoted to occupational home economics, in-service classes, work experience arranged for teachers in local businesses or industries, and a combination of all these conditions. The amenability of teachers' attitudes toward occupational instruction with the provision of such services may be an important consideration for school administrators who wish to give impetus to occupational programs. The findings suggest, for example, that by arranging for a supply of films, tapes, and other media suitable for occupational home economics classes, the administrator

might substantially increase the teacher's interest in undertaking such instruction.

Recommendations

Results of the study have raised a number of questions to which further research may provide answers:

1. How would the findings in the present study, conducted among teachers in predominantly agricultural areas of California, compare with results of the same study among teachers in the major metropolitan centers of this state and elsewhere in the nation?

2. In the estimation of school administrators, what is the expressed willingness and competence of home economics teachers to offer occupational programs and how do such evaluations compare with the teachers' self-ratings?

3. If in-service courses, community work experience, and other suggested programs were to be made available to teachers, to what extent would the teachers take advantage of such programs?

4. For those who did participate in community work experience programs at pre-service or in-service levels, what would be the measured change in behaviors related to teaching competence?

5. Where a school administration did provide consultant services, instructional media services and other conditions which have been related here to teacher willingness, what would be the actual effect upon implementation of new occupational programs?

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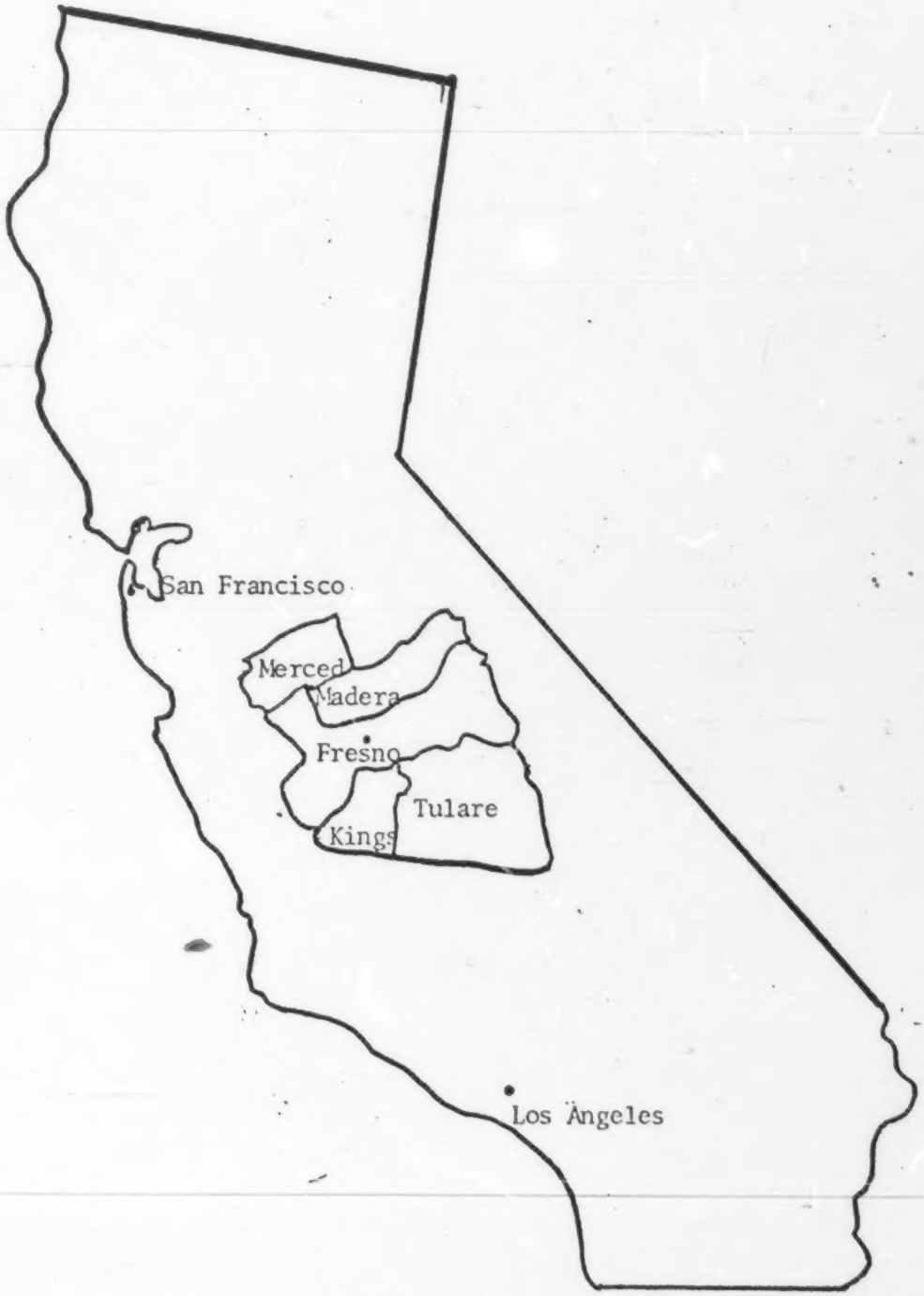
APPENDIX

91/92

FIVE CALIFORNIA COUNTIES

INCLUDED IN THE STUDY



THE INTRODUCTORY LETTER

February 25, 1972

To:

From: Shirley Bowden, Assistant Professor
Department of Home Economics
Fresno State College

Subject: request for your participation in a current study

With the aid of a grant from the California State Department of Education, I am conducting a study to determine how home economics teachers feel about teaching wage-earning home economics (that is, instructing classes whose principal purpose is to prepare students for gainful employment in food service, child care, or other occupations which involve the knowledge and skills of home economics).

It will be interesting to know how individual teacher characteristics such as years of teaching experience may be related to willingness to teach such wage-earning classes, and how different school conditions--new inservice offerings, for example--might influence this willingness.

Although this is a busy time of year for you, will you help by filling out the enclosed questionnaire and the Work Values Inventory and returning these to me in the envelope provided? The value of the study will depend upon a response from a large percentage of teachers contacted. I need your opinions even though you currently may be teaching at a grade level or in a district where you consider it unlikely you would ever be involved in wage-earning classes.

All replies will be considered confidential. The code numbers appearing on the questionnaire and Work Values Inventory will allow sorting of returns from various districts but in no way will it be used to identify individual teacher responses.

Results of the study will be reported to you later in the year.

QUESTIONNAIRE

Directions: Please check one response for each question unless otherwise instructed.

A. Personal and Professional Characteristics

1. What is your present age?
   ___1. 24 or under
   ___2. 25-34
   ___3. 35-44
   ___4. 45-54
   ___5. 55-64
   ___6. 65 or over

2. What is your marital status?
   ___1. single
   ___2. married
   ___3. divorced or separated
   ___4. widowed

3. What is your educational preparation? (Check last degree earned)
   ___1. less than bachelor's
   ___2. bachelor's
   ___3. master's
   ___4. doctorate

4. What is the total number of semester units and quarter units which you have earned beyond the bachelor's degree? Please write in.
   _____semester units
   _____quarter units

5. Have you ever taken a course specifically designed to prepare teachers to teach wage earning or "gainful" home economics (that is, to teach courses whose primary purpose is to prepare students for employment in the garment industry, in food service, or in other occupations involving the knowledge and skills of home economics)?
   ___1. yes
   ___2. no

   If yes, for each such course please indicate the institution offering it, the year, and the principal wage-earning area (food service, child care, etc.) which was concerned. Use reverse side if necessary.

   Institution

7. What is the total number of years you have taught home economics in junior or senior high school, community colle or adult school?
   ___1. 4 or under
   ___2. 5-9
   ___3. 10-14
   ___4. 15-19
   ___5. 20 or over

8. Do home economics classes currently account for 50 percent or more of your teaching assignment?
   ___1. yes
   ___2. no

9. Does your home economics department currently offer any wage-earning class(es)?
   ___1. yes
   ___2. no

   If yes, please check the principal sub ject area of each semester course. Whe more than one course is available in t subject area, write the number of cour offered.

		Number o Courses
___1.	food service	_____
___2.	child care	_____
___3.	housekeeping services	_____
___4.	clothing services	_____
___5.	home furnishing services	_____
___6.	other. Please describe:	
	_____	_____
	_____	_____

10. Have you taught any wage-earning course(s) in home economics in the past five years?
    ___1. yes
    ___2. no

    If yes, please check each area in which you have taught during this time

    ___1. food service _____
    ___2. child care _____
    ___3. housekeeping services

___4. 45-54
___5. 55-64
___6. 65 or over

2. What is your marital status?
___1. single
___2. married
___3. divorced or separated
___4. widowed

3. What is your educational preparation? (Check last degree earned)
___1. less than bachelor's
___2. bachelor's
___3. master's
___4. doctorate

4. What is the total number of semester units and quarter units which you have earned beyond the bachelor's degree? Please write in.
_____semester units
_____quarter units

5. Have you ever taken a course specifically designed to prepare teachers to teach wage earning or "gainful" home economics (that is, to teach courses whose primary purpose is to prepare students for employment in the garment industry, in food service, or in other occupations involving the knowledge and skills of home economics)?
___1. yes
___2. no

If yes, for each such course please indicate the institution offering it, the year, and the principal wage-earning area (food service, child care, etc.) which was concerned. Use reverse side if necessary.

Institution_____

Year_____

Subject area_____

6. Please list the type(s) of teaching credential(s) which you hold.

_____

_____

___1. 4 or under
___2. 5-9
___3. 10-14
___4. 15-19
___5. 20 or over

8. Do home economics classes currently account for 50 percent or more of your teaching assignment?
___1. yes
___2. no

9. Does your home economics department currently offer any wage-earning class(es)?
___1. yes
___2. no

If yes, please check the principal subject area of each semester course. Where more than one course is available in the subject area, write the number of courses offered.

		Number of Courses
___1.	food service	_____
___2.	child care	_____
___3.	housekeeping services	_____
___4.	clothing services	_____
___5.	home furnishing services	_____
___6.	other. Please describe:	
	_____	_____
	_____	_____

10. Have you taught any wage-earning course(s) in home economics in the past five years?
___1. yes
___2. no

If yes, please check each area in which you have taught during this time.

___1.	food service	_____
___2.	child care	_____
___3.	housekeeping services	_____
___4.	clothing services	_____
___5.	home furnishing services	_____
___6.	other. Please describe:	
	_____	_____
	_____	_____

... WORK EXPERIENCE (OTHER THAN TEACHING) IN JOBS RELATED TO HOME ECONOMICS

Beginning with your first paid work experience, please provide a record of all employment (other than teachin which somehow involved the knowledge and skills of home economics.

Indicate whether each job was held on an occasional basis, on a part-time basis, or a full-time basis.* (Ful is working a standard forty-hour work week. Part-time work is regular employment for less than the standard Occasional work is employment that is spasmodic for one or two days or a few hours.) Also indicate the total of time you spent in this work, and when it occurred in relation to your schooling.

	JOB TITLE	DUTIES	YOUR EMPLOYER (Type of Company or Organization)	NATURE OF WORK (Check one)			LENGTH OF T IN THIS WO (Check one		
				full-time	part-time	occasional	vacations only	6 mos. or less-- not vacations	over, 6
	EXAMPLES: baby sitter	caring for young children when parents were absent	private families			x			
	waitress	serving customers at counter	soda fountain		x				x
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

(OTHER THAN TEACHING) IN JOBS RELATED TO HOME ECONOMICS

first paid work experience, please provide a record of all employment (other than teaching) in jobs involved the knowledge and skills of home economics.

her each job was held on an occasional basis, on a part-time basis, or a full-time basis.* (Full-time work standard forty-hour work week. Part-time work is regular employment for less than the standard work week. ork is employment that is spasmodic for one or two days or a few hours.) Also indicate the total length spent in this work, and when it occurred in relation to your schooling.

DUTIES	YOUR EMPLOYER (Type of Company or Organization)	NATURE OF WORK (Check one)			LENGTH OF TIME IN THIS WORK (Check one)				WHEN (Check one)		
		full-time	part-time	occasional	vacations only	6 mos. or less-- not vacations	over 6 mos. to 1 year	over 1 year	Prior to graduation from high school	After graduation from high school or before graduation from college	after graduation from college
ring for young children when parents were absent	private families			x				x	x		
rving customers at counter	soda fountain		x				x			x	

D. PRESENT WILLINGNESS TO TEACH WAGE-EARNING HOME ECONOMICS

How would you feel about teaching a wage-earning class at the present time if you were offered the opportunity? Assume that you are able to designate the subject area (food service, child care, etc.) involved. Please circle one of the five numbers on the scale below to indicate your present willingness.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

IF YOU CHECKED 1 or 2 ABOVE, GO TO 13A. IF YOU CHECKED 4 or 5 ABOVE, GO TO 13B.
IF YOU CHECKED 3 ABOVE, GO TO 14.

13. What reasons best explain your present feelings regarding wage-earning instruction?

A. Since you currently are willing to teach wage-earning home economics, please rank order the statements below according to how well they explain your present willingness. Number each statement, letting 1 indicate your best reason.

___This is an area into which home economics generally must continue to move. I want to get with it.
___I see opportunities for student employment in the jobs related to home economics.
___This would be a new and challenging area for me.
___Our community would benefit from more trained workers in fields such as child care.
___Other. If you have another reason for being willing to teach wage-earning classes, please explain your reason: _____

B. Since you currently are not willing to teach wage-earning home economics, please rank order the statements below according to how well they explain your present reluctance. Number each statement, letting 1 indicate your best reason.

___Other things are more important.
___Except for teaching, I've had no paid work experience (or not enough such experience) in any job involving the knowledge and skills of home economics.
___I haven't had sufficient college course work in quantity cookery, commercial clothing construction, or other courses related specifically to wage-earning home economics.
___There isn't time in my schedule to plan and prepare for a wage-earning class.
___Wage-earning instruction is not the job of regular home economics teachers. Others are more qualified.
___The students don't want it.
___Wage-earning instruction is not in our home economics curriculum. Our administrators are not interested.
___There is little need for such programs in our community. We have too few businesses or industries which could employ students.
___Other. If you have another reason for feeling reluctant to teach wage-earning classes, please explain your reason: _____

PLEASE ANSWER ALL REMAINING QUESTIONS REGARDLESS OF YOUR PREVIOUS RESPONSES.

14. Suppose that it became necessary for you to teach a wage-earning class in home economics and you were given your choice of subject area. Please rank order the areas below according to your preference, letting 1 indicate your most preferred choice.

___food management, production and service (preparing waitresses, cooks, caterers, etc.)
___care and guidance of children (preparing nursemaids, child-care attendants, etc.)
___clothing management, production and service (preparing dressmakers, alterationists, etc.)
___institutional and home management (preparing housekeepers, hotel maids, etc.)
___home furnishings, equipment and services (preparing drapery operators, home lighting demonstrators, etc.)

16. Would you feel equally competent in teaching all of these subject areas at present? Please number each area below according to the scale provided. Use each number once, more than once, or not at all

1 very competent
2 fairly competent
3 not too competent
4 not competent

___food management, production and servic
___care and guidance of children
___clothing management, production, etc.
___institutional and home management
___home furnishings, equipment, etc.

17. If you feel fairly competent or very competent in teaching one or more areas, how did you obtain your competence? Plea

A. Since you currently are willing to teach wage-earning home economics, please rank order the statements below according to how well they explain your present willingness. Number each statement, letting 1 indicate your best reason.

___This is an area into which home economics generally must continue to move. I want to get with it.
___I see opportunities for student employment in the jobs related to home economics.
___This would be a new and challenging area for me.
___Our community would benefit from more trained workers in fields such as child care.
___Other. If you have another reason for being willing to teach wage-earning classes, please explain your reason: _____

B. Since you currently are not willing to teach wage-earning home economics, please rank order the statements below according to how well they explain your present reluctance. Number each statement, letting 1 indicate your best reason.

___Other things are more important.
___Except for teaching, I've had no paid work experience (or not enough such experience) in any job involving the knowledge and skills of home economics.
___I haven't had sufficient college course work in quantity cookery, commercial clothing construction, or other courses related specifically to wage-earning home economics.
___There isn't time in my schedule to plan and prepare for a wage-earning class.
___Wage-earning instruction is not the job of regular home economics teachers. Others are more qualified.
___The students don't want it.
___Wage-earning instruction is not in our home economics curriculum. Our administrators are not interested.
___There is little need for such programs in our community. We have too few businesses or industries which could employ students.
___Other. If you have another reason for feeling reluctant to teach wage-earning classes, please explain your reason: _____

PLEASE ANSWER ALL REMAINING QUESTIONS REGARDLESS OF YOUR PREVIOUS RESPONSES.

14. Suppose that it became necessary for you to teach a wage-earning class in home economics and you were given your choice of subject area. Please rank order the areas below according to your preference, letting 1 indicate your most preferred choice.

___food management, production and service (preparing waitresses, cooks, caterers, etc.)
___care and guidance of children (preparing nursemaids, child-care attendants, etc.)
___clothing management, production and service (preparing dressmakers, alterationists, etc.)
___institutional and home management (preparing housekeepers, hotel maids, etc.)
___home furnishings, equipment and services (preparing drapery operators, home lighting demonstrators, etc.)

15. At what level would you choose to teach your preferred subject area (question 14)? Please rank order the schools below according to your preference, letting 1 indicate your first choice.

___high school
___community college
___adult school

16. Would you feel equally competent in teaching all of these subject areas at present? Please number each area below according to the scale provided. Use each number once, more than once, or not at all

1 very competent
2 fairly competent
3 not too competent
4 not competent

___food management, production and servic
___care and guidance of children
___clothing management, production, etc.
___institutional and home management
___home furnishings, equipment, etc.

17. If you feel fairly competent or very competent in teaching one or more areas, how did you obtain your competence? Plea number the experiences below according to how much each contributed to your competence in wage-earning instruction. Use t following scale:

1 provided a great contribution
2 provided some contribution
3 provided no contribution

___my regular undergraduate teacher preparation
___my work experience other than teachin
___special course(s) devoted to wage-earning instruction
___other. If another kind of experience is responsible for your competence, please describe it on the reverse s

C. WILLINGNESS TO TEACH WAGE-EARNING HOME ECONOMICS UNDER DIFFERENT CONDITIONS

18. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that you were allowed release time in which to plan and prepare for the class.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

19. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided there would be available the services of a consultant who would visit your school when requested

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

20. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that an instructional media center devoted to occupational home economics (and providing you with films, tapes, printed materials, etc.) were to be established in the valley area.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

21. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that in-service classes in this area were to be available at Fresno State or another valley college each year.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

22. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that actual work experience (in a college or industry of your community) could be arranged for you, with college credit given.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

23. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that all of the conditions (described in 18 through 22 above) were to become a reality.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

24. Perhaps there is another type of administrative service or another condition which would have equal or greater influence (compared to the conditions above) upon your willingness to teach a class in your preferred area of wage-earning home economics. If so, please describe this new condition: _____

_____

_____

Please check one of the five numbers on the scale below to indicate how you would feel about teaching wage-earning home economics provided that this one condition (the one you just described) were to become a reality.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

20. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that an instructional media center devoted to occupational home economics (and providing you with films, tapes, printed materials, etc.) were to be established in the valley area.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

21. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that in-service classes in this area were to be available at Fresno State or another valley college each year.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

22. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that actual work experience (in a college or industry of your community) could be arranged for you, with college credit given.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

23. Please circle one of the five numbers on the scale below to indicate how you would feel about teaching a class in your preferred area of wage-earning home economics provided that all of the conditions (described in 18 through 22 above) were to become a reality.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

24. Perhaps there is another type of administrative service or another condition which would have equal or greater influence (compared to the conditions above) upon your willingness to teach a class in your preferred area of wage-earning home economics. If so, please describe this new condition: _____

_____

_____

Please check one of the five numbers on the scale below to indicate how you would feel about teaching wage-earning home economics provided that this one condition (the one you just described) were to become a reality.

5	4	3	2	1
definitely not willing	not too willing	indifferent	fairly willing	very willing

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Please complete the WORK VALUES INVENTORY which is attached.

Return both the questionnaire and Work Values Inventory in the enclosed envelope.

THANK YOU for your help.